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ABSTRACT

This book contains 14 essays on reading and vocabulary learning in second language acquisition. Chapters include: "Research on ESL/EFL Vocabulary Acquisition: Putting It in Context" (James Coady); "Implications for L2 Vocabulary Acquisition and Instruction From L1 Vocabulary Research" (Fredricka Stoller and William Grabe); "Patterns and Perils of Guessing in Second Language Reading" (Margot Haynes); "Chinese Students' Word-Solving Strategies in Reading in English" (Chiou-Lan Chern); "False Friends and Reckless Guessers: Observing Cognate Recognition Strategies" (John Holmes and Rosinda Guerra Ramos); "Too Many Words: Learning the Vocabulary of an Academic Subject" (Kate Parry); "American and Chinese Readers Learning From Lexical Familiarizations in English Text" (Margot Haynes and Ila Baker); "Strategies for Inferring Word Meaning in Context: A Cognitive Model" (Thomas Huckin and Joel Bloch); "Predicting Word Meanings From Contextual Clues: Evidence From L1 Readers" (Fraida Dubin and Elite Olshtain); "The Healthy Inadequacy of Contextual Definition" (Mark Stein); "High Frequency Vocabulary and Reading Proficiency in ESL Readers" (James Coady, Jeff Magoto, Philip Hubbard, John Graney, and Kouider Mokhtari); "Procedural and Declarative Knowledge in Vocabulary Learning: Communication and the Language Learners' Lexicon" (Peter Robinson); "Factors Affecting the Acquisition of Vocabulary: Frequency and Saliency of Words" (Cheryl Brown); and "Summary and Future Directions" (Thomas Huckin and Margot Haynes). (NAV)

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